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ABSTRACT

Designed for a social studies program stressing the inquiry method, this packet of sample test questions uses a thematic rather that a topical approach. The four thematic categories are geography, religion and philosophy, cultural characteristics and relationships, and socialization. Four levels of the thinking process are identified and questions are designated accordingly. Suggestion for the best use of the package are made, along with some consideration of steps in the essay-writing process in social studies. Part I introduces the concept of the Sample Question Packet, Part II deals with objective questions, Part III contains combination objective and essay questions, and Part IV presents essay questions. An evaluation form for the package is provided. Related documents are ED 067 348 and ED 076 482. (Author/KSM)

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SAMPLE EXAMINATION QUESTIONS

GRADE 9 SOCIAL STUDIES

ASIAN AND AFRICAN CULTURE STUDIES

June 1972

SP006 211

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SUGGESTIONS FOR USE

As is indicated in the introductory section which follows, this packet has been designed somewhat differently from its predecessors. Four levels of the thinking process have been identified and defined, and questions have been designated accordingly. A thematic, rather than a topical classification is used for these sample questions.

We advise teachers to examine the introductory section before constructing their own tests. Teachers are encouraged to include items based upon all four levels. Many of the included items might be used in unit pre or post tests, or serve as a base in the development of learning activities.

Considerable caution must be exercised in the use of questions however and in the interpretation of scores to insure beneficial results. The following precautions should therefore be kept constantly in mind:

1. Scope and Emphasis - While the questions herein attempt to represent a comprehensive sample of the course of study, not every area of the syllabus is covered by a number of questions exactly proportional to the importance of that area. Nor are questions to be considered as exclusively related to a single topic. Also, in the preparation of questions, no attempt was made to insure against the possibility that the stem of one question might contain the answer of another, or that consecutive questions might overlap, since it was not intended that every teacher would use every question. In the selection process, it is expected that the teacher will make decisions regarding questions in accordance with the objectives he desires. Consequently questions may be changed or omitted in accordance with local situations.

2. Assignment of Credits and Time Limits for Essay Questions - Suggested credit has not been assigned to the essay questions included in this booklet. When used as part of a written examination, the overall length of the exam will contribute to the determination of the amount of time and credit assigned to a particular question. Some questions require more information and analysis than others and so should be valued accordingly in terms of credit. Where local situations provide for pass-fail arrangements, adaptations can be made accordingly. In any event, the teacher has the obligation of deciding the appropriate credit and indicating the same to the pupils.

3. Testing and Teaching - Just as it is a poor technique to teach specifically for a Regents examination, so it would be poor practice to direct lessons at the questions in this booklet. Testing should follow the curriculum, not determine it. Teachers should concentrate upon teaching a sound, well-rounded course. Then, if a specific question in this booklet seems appropriate to measuring the objectives in the course, the question should be utilized for that purpose. It is the intent of this packet to be a guide to the kinds of questions any teacher might use on an examination. Adaptation of these questions should be the rule rather than the exception.

Yet, any written test necessarily measures only part of the desirable outcomes or objectives of the course. Pupil attitudes, satisfactions, appreciation, work habits and similar factors are largely ignored in written tests. Hence the total product of any particular course of study or the total effectiveness of any individual teacher, cannot be evaluated solely on the basis of written test results. Tests merely provide additional information to be considered along with a large number of other factors in the total school situation.

On Essay-Writing in the Social Studies

In stressing the inquiry method, the new social studies program is attempting to focus emphasis on the process of learning and not just on results. Consequently, teachers can allocate their time and efforts to all steps involved in essay-writing. Such a division of labor can result in greater benefits for both the teacher and the student.

Some of the steps to take into consideration are:

1. The acquisition of essay questions - How is a working file of conceptually-oriented essay questions best acquired and maintained? For example, is it best accomplished through a team approach and maintained in an index card file?

2. The analysis of essay questions - Why spend time grading papers which are poor basically because students have failed to analyze the questions properly? Instead, why not allocate class time to the analysis of essay questions, using an overhead projector and/or teacher-prepared ditto sheets to assist in the task?

3. What it does and does not ask - In teaching students to analyze questions, why not give emphasis to what the question does not ask, as well as to what it does ask? This may help students avoid the pitfall of going off on a tangent. Also, why not teach students to identify key words in a question, specialized vocabulary, the particular demands of the question, etc.?

4. Identifying the issue - Why not devote considerable time to class discussion of an essay question to clarify what the writer will be trying to prove so that students will realize the need to clarify and plan before writing? An overhead projector and/or teacher prepared ditto sheets would also be helpful in this step.

5. Organizing Evidence - Why not give students practice in outlining answers and organizing evidence before a written assignment is given? You may avoid giving yourself the hopeless chore of reading poorly organized answers.

6. Writing the answer - Once students are assigned to write an essay answer, why not provide them with a checklist of the various steps involved in writing the answer? Why not require an outline and occasionally grade just the outline?

7. Evaluating the essay - Must essays always be graded just by the teacher? Or is there not a benefit to providing students with a teacher-prepared guide which specifies the criteria for judging the essay and have him critically read his own work? Variations of this technique are possible. For example, the teacher might read the essay, assign a score in his records but not indicate it on the student's paper. The paper could then be returned to the student for evaluation as indicated above the student's score compared with the teacher's in a follow-up conference which would help individualize the instruction. Or in group work, students might develop criteria to be used in judging a particular essay.

8. Analyzing the evaluation - After essay answers are written and evaluated, why not make use of the opaque projector with the entire class to analyze sample papers, discern common errors and arrive at common goals for the future?

Ninth Grade Social Studies Sample Question Packet

Part I - An Introduction to the Concept of the Sample Question Packet

The ninth grade sample test item committee members decided to develop a packet which would serve a dual purpose.

The committee desired to include items that were based upon broad cultural concepts in addition to questions based upon the content areas of Asian and African Culture Studies. There was a deliberate attempt to avoid the "final examination" look/format used previously, because too many teachers assumed that this was the primary purpose of the test packet. On the contrary, the packet questions are intended to serve as models for the classroom teacher in designing teacher-made instruments, as well as providing items for the teachers to use or to adapt.

The instructional nature of the packet concerns itself with helping teachers to identify and develop questions suitable for a hierarchy of learning abilities. Four levels are identified and sample questions are categorized accordingly.

The four levels of questions are:

I Cognitive Recall--a direct question, calling for straight factual or conceptual recall
II Knowledge of Relationships Between or Among Facts or Concepts
III Knowledge of Abstractions; Interpretation of Generalizations
IV Conceptualization or Generalization on the Basis of Given Data—moving from familiar to unfamiliar situations; identifying general principles

In the construction of this packet, questions representing the above four levels were identified for the following thematic categories (more than one question for the same level may be included):

1 GEOGRAPHY
2 RELIGION AND PHILOSOPHY
3 CULTURAL CHARACTERISTICS AND RELATIONSHIPS
4 SOCIALIZATION

Several more categories were originally identified by the committee, but were omitted because of space considerations. Teachers are encouraged to determine and select further broad categories of this type and to develop items based upon them. The classroom teacher is encouraged to experiment with and to use questions from all levels.

In addition to the question included for each sample category, a general question bank is also included. While these questions are not identified according to level, teachers and departments are encouraged to assign them to the various levels according to the suggested criteria. Correct answers are marked with an asterisk.

Any test constructed from the items in the bank should include items from all four levels. We have suggested leads for a few questions throughout the packet. Teachers may wish to compare their designations with ours.

The following are a series of sample questions for the four thematic categories mentioned above. Each category includes at least one item for each of the four levels described.

The items are designed to be used for a variety of purposes, instructional as well as testing.

GEOGRAPHY

Level	Questions
I	Most of the people of India live in *1 rural villages 2 small cities 3 large cities 4 suburban areas
II	Culture is in part determined by the physical geography of an area. Which is the best example of this? 1 Moslems praying five times daily *2 the many tribal languages spoken in Africa 3 the many political parties in India 4 shipbuilding as a major industry in Japan
III	After examining the population problems of India, we might expect that the Indian government will 1 do nothing further to curb the population growth rate *2 continue to expand their population control program 3 pressure the United States to increase Indian immigration quotas 4 embark upon a war policy to increase its available land

GEOGRAPHY

Level	Questions
IV	It has been stated that the initiation of a guerrilla movement depends greatly upon the extent to which the residents of an area believe in and support the goals of the guerrillas.

Base your answers to questions 1 through 4 on the preceding statement, on Situations A,B,C, and D, below, and on your knowledge of social studies.

A Members of the Zeno ethnic group have second-class citizenship in the Retched Republic even through they comprise a majority of the population. Many live in slum villages near every city in the Republic and work at the lowest level jobs available. Until recently, most of the Zenos have passively accepted their position and status.

B The Luzus were the original inhabitants of Zatol, but were pushed into the rough hill country by the Zatol invaders 200 years ago. After many years of neglect and oppression, the central government has made serious attempts to better their conditions. Generally they now run their own community and state governments, and are represented at the national level. A major effort is currently underway to upgrade economic, educational, and occupational opportunities of the Luzus.

C The Pinks are a minority group in the Land of the Blues. Although they possess legal equality, they have long been denied equal rights. Many of them now live jammed into urban slums, and they have become the majority in many of the cities. Pink leaders are demanding the elimination of Blue control over Pink communities.

D Kroy Wen is a large city in the state of the same name. It is the largest city in the Asu Republic, and is a major commercial, finanical,and artistic center. About 50% of the people of the state live there. However, it faces all of the problems that face large cities anywhere but to a much larger extent,and is in deep financial trouble. Some city leaders are demanding that the city secede and become a separate state. However, this is not taken seriously by most people.

GEOGRAPHY

Level	Questions
IV	1 It is said that revolutions are seldom led or supported by the most downtrodden groups in any society, but rather by those who were "down", but who have made some upward progress and want more. Which two situations would best fit this generalization? (1) A & C (2) C & D *(3) B & C (4) A & D
	2 Which situation would most likely erupt into traditional forms of guerrilla warfare and terrorism? *(1) A (2) B (3) C (4) D
	3 Which situation most closely parallels actual conditions in some areas of Africa? *(1) A (2) B (3) C (4) D
	4 In which situation would the democratic process appear to have the best chance for success? (1) A *(2) B (3) C (4) D

RELIGION AND PHILOSOPHY

Level	Questions
I	To understand traditional Chinese culture, one should be familiar with 1 Islam 2 Christianity *3 Confucianism 4 Hinduism
II	A key difference between Hindu and Moslem beliefs is that Hindus place little or no emphasis upon 1 rules relating to eating *2 prayer and regular worship 3 religious literature and sacred writings 4 belief in a supreme being
III	These observations were made by a visitor to a North African village in July, 1971. a At certain times during the day most people stopped what they were doing and kneeled in prayer. b Many women appeared in the streets without veils. c Large numbers of people appeared in the streets in western clothes. d Some farmers used tractors and some used ox-drawn plows. Which would be the most valid conclusion based upon the observations above, and on your knowledge of social studies? 1 Traditional religious customs are strictly followed. *2 Village culture is a mixture of traditionalism and modernization. 3 Islam is a dying religion. 4 The village has become westernized.

RELIGION AND PHILOSOPHY

Level IV — Questions

The following is a data model about the religious life of Country X.

Religious Values	Forms and Rituals	Related Notes
1 All life is sacred.	1 Household objects are blessed by priests.	1 Priests form the highest class.
2 Souls are reborn again and again.	2 Temple worship is restricted to the priests.	2 Society is organized into rigid classes.
3 Eventual nonexistence is the promised reward for the good life.	3 Form of ritual varies with social class.	3 Class role is well-defined and understood by all.
4 Man must proceed through many stages to reach nonexistence.	4 Religious holidays provide entertainment for the masses.	4 Other religions are allowed, but they are heavily taxed.
5 Improvement from one life to the next is based upon the degree of acceptance of the conditions of the present life.	5 Priests marry and only sons of priests may become priests.	5 The official religion is tax supported.

Answer questions 1 through 7 by circling either yes, no, or cannot determine from data and by writing in the space provided a one-line statement explaining your answer.

1 Would this country probably encourage a college education for all?
yes no cannot determine from data

2 Would revolution be likely in this country in the near future?
yes no cannot determine from data

3 Might you expect to discover an active youth culture here?
yes no cannot determine from data

4 Would you be likely to discover much support for eliminating class differences here?
yes no cannot determine from data

5 Would you be likely to discover a general desire to solve social problems in this country?
yes no cannot determine from data

6 In this country, might you tend to find more acceptance of a new religion promising personal salvation and reward in heaven for the lower, rather than for the higher classes?
yes no cannot determine from data

7 Would high social status be directly related to monetary success in Country X?
yes no cannot determine from data

CULTURAL CHARACTERISTICS AND RELATIONSHIPS

Level	Questions
I	Which best explains what culture is? 1 national economic and social progress 2 the appreciation of art, music, and beauty *3 all the ways in which people live in a society 4 the standard of living achieved by the majority of the population
II	A Nigerian is to his tribe as an American is to his *1 ethnic group 2 nationality 3 religion 4 occupation
III	Skin color, hair texture, and facial characteristics often reflect 1 personality type 2 cultural heritage 3 intellectual level *4 ethnic origin
IV	"The cook blames the pot for poor stew." "He who cannot dance will say that the drum is bad." These proverbs indicate that people 1 sometimes have trouble dancing 2 do not have equal talents *3 tend to excuse their own shortcomings 4 often fail because of outside influences

SOCIALIZATION

Level	Questions
I	In traditional Chinese society, the most influential member of the family was the man who was the 1 best educated 2 wealthiest *3 oldest 4 strongest
II	A "Women's Lib" member might comment that the Chinese traditional family structure *1 reflected a male dominated society 2 should be copied by the West 3 has led to sexual equality in China 4 encouraged changing sex roles
III	An American looking at the caste system of traditional India might term it unfair. A Hindu might disagree, arguing that the caste system *1 offered personal security 2 allowed equal distribution of income 3 provided for upward social movement 4 provided for income based on work done
IV	In Society X, rapid social and technological change is common. Many of this society's youth are dissatisfied with the standards and values of their parents' generation Which description would be most appropriate for Society X? 1 Most people feel secure and content. 2 Parents and schools have generally succeeded in preparing children to live in a changing world. *3 Compared to a villager in a traditional society, a citizen of Society X would be more likely to feel unsettled and restless. 4 The average family is closely tied to traditional relationships.

SOCIALIZATION

Level

Questions

IV Base your answers to questions 1 through 3 on the data below and on your knowledge of social studies.

The following data have been collected about Societies Alpha and Omega

Data	Society Alpha	Society Omega
1 Violent Crimes/100,000	313	2,347
2 Suicide Rate/100,000	94	329
3 Heart Attack Rate/100,000	1,131	7,294
4 Ulcer Victims/100,000	2,000	10,000
5 Divorce Rate/100,000 Marriages	1,000	23,000
6 Teenage Runaways/100,000	5	593
7 Agricultural Workers/100,000 Employed	74,200	6,800
8 Women/100,000 Workers	3,200	41,900
9 Annual Income ($)/Household	$689	$6,133
10 Average No. of Children/ Family	5.1	2.3
11 Average Life Expectancy (years)	51	76

1 Which would probably be the most valid generalization concerning the differences between Societies Alpha and Omega?

1 Society Alpha has a more highly developed health and welfare system than does Society Omega.
2 Societ Alpha has a more dense population than does Society Omega.
*3 Society Alpha is characterized by a slower rate of change than Society Omega.
4 Society Alpha is characterized by a more advanced ethical system than is Society Omega.

2 Which would most likely be a serious problem in Society Omega?

1 movement of people from the cities to the farms
2 absence of a well-developed transportation network
*3 tensions resulting from too rapid a pace of life
4 too many communities isolated from each other

3 A leader in Society Alpha who desired to rapidly increase that society's per household income might first have to solve which problem?

*1 Near-subsistence agriculture provides little surplus.
2 Material prosperity is not desired by the people.
3 Few women would be available to work in new industry.
4 The birth rate is too low to support industrialization.

Ninth Grade Social Studies Sample Question Packet

Part II - Objective Questions

1 Which best describes the meaning of "culture"?

1 the advancement and progress of a nation
2 man's ability to appreciate art and music
*3 all the ways in which men live
4 the products which men own

2 Which aspect of culture is most directly influenced by the physical geography of an area?

1 religion
2 language
*3 food
4 music

3 Below are three different proverbs.

"Mighty oaks from tiny acorns grow." (USA)
"The journey of 1,000 miles begins with a single step." (China)
"A little rain each day will fill the river to overflowing." (West Africa)

Which conclusion is best supported by these proverbs?

1 All cultures are concerned with transportation and conservation.
2 The hydrographic cycle replenishes the water table.
3 Man seeks to make excuses for his inaction, no matter what his culture is.
*4 Although cultures differ, people view many situations in similar ways.

(We have designated the above as a level III question. Do you agree?)

4 The Five Pillars of Islam, the Ten Commandments, and the Eightfold Path of Buddhism are similar in that they all

1 say that the only way to get to heaven is by praying and meditating
2 offer a happy and easy life for those who follow their teachings
*3 serve as guidelines to follow in the practice of religion
4 tell man exactly how to attain everlasting life

5 The Middle East is an area which

1 is highly industrialized
2 has a generally high standard of living
*3 has an economy based on agriculture and oil production
4 is highly developed

6 Moslems may be found from the deserts of the Middle East to the islands of Indonesia, from the grasslands of the U.S.S.R. to the grasslands of Africa, from the cities of North Africa to the rural areas of the Philippines, and many other places in between and beyond.
The above paragraph indicates that

1 religious development is closely related to environmental conditions
*2 major religious movements have generally possessed wide appeal
3 religions spread more rapidly when a variety of cultures are involved
4 certain religions are more suitable than others for developing nations

7 Traditional African religions resulted in the

1 building of huge temples
2 creation of an important priestly class
*3 development of many separate and distinct practices
4 attempt to convert neighboring tribes

8 In a traditional African society, an individual is most likely to identify himself by the name of his

*1 clan
2 immediate family
3 geographic region
4 nation

9 An African's relation to his tribe would be most similar to an American's relation to his

*1 ethnic group
2 state
3 religion
4 political party

(We suggest that this is a representative level II question. Do you agree?)

10 In Africa, tribes and nations are similar in that both

*1 regulate people's behavior
2 rely on mass media to insure conformity
3 must elect their leaders
4 are structured on kinship patterns

11 "He who is unable to dance says that the yard is stony."
"He who cannot dance will say, 'the drum is bad'."

These two African proverbs indicate that Africans

1 have trouble dancing
2 like to dance
*3 make excuses just as others do
4 have unique patterns of thinking

12 "Let him speak who has seen with his eyes." This African proverb best supports the idea that

1 seeing movies about another culture is the next best thing to being there
2 the only way to learn about other cultures is by talking to people who have been there
*3 it is wrong to criticize another culture before trying to understand it
4 TV programs about other cultures give the most accurate view of those cultures

13 Which aspect of a traditional socity might be most appropriate for an industrial society to adopt?

1 subsistence farming
*2 living in harmony with the environment
3 the extended family
4 bargaining for market prices

14 The acceptance of polygamy by one society and its rejection by another is most directly a result of differences in

1 education
2 geography
*3 culture
4 economics

Base your answers to questions 15 and 16 on the quotation below and on your knowledge of social studies.

"The Ewe tribe in West Africa finds that part of its people now live in a country called Togo and the rest live in one called Ghana. The Ewe have existed as a tribe for centuries; Togo and Ghana are recent political inventions."

--Walderman A. Nielsen, NY Times

15 Which statement concerning the Ewe tribe is most valid?

*1 It is divided between two countries.
2 It exists as it has for centuries.
3 It is a new tribe that has developed since Togo and Ghana have achieved independence.
4 It wants to be divided between Togo and Ghana.

16 Which is a major idea expressed in the quotation about the Ewe?

1 the desirability of creating two separate Ewe tribes
2 the need for unity between Togo and Ghana
*3 a problem created when Europeans divided Africa
4 all Africans existing as brothers

17 A study of sub-Saharan Africa best justifies which statement?

1 Geographic barriers have little effect upon trade and migration patterns.
2 Geography determines cultural development.
*3 Over an extended period of time, cultural contact takes place regardless of geographic barriers.
4 Historically, groups with ethnic and cultural differences have refused to intermingle.

18 A study of some of the kingdoms that existed over 1,000 years ago in West and Central Africa indicates that

*1 highly complex civilizations existed before Europeans arrived
2 these kingdoms did have governments but their people were uncivilized
3 these cultures were superior to all others existing at that time
4 they were politically immature societies

19 Which is the most accurate statement about the results of 19th century European activity in Africa?

1 Africans gained more than they lost.
2 Africans and Europeans gained equally.
*3 African cultures were downgraded.
4 Africans gave up their tribal loyalties.

20 When Europeans in the 19th century referred to "the white man's burden," they referred to

1 the heavy equipment that Europeans brought to Africa
*2 the belief that it was the European's duty to "uplift" the African
3 the demands of many Africans that the Europeans trade with them
4 the displeasure felt by many Europeans about having to live and work in Africa

21 Which statement concerning Africa in 1900 is most valid?

1 It was independent of European rule.
*2 It was largely controlled by European powers.
3 It was cooperating with European nations for its betterment.
4 It was as powerful as Europe.

22 The boundaries of modern African nations do not usually follow tribal boundaries. This most likely results from the fact that

1 African nations want to decrease tribal influences
2 most tribes are unwilling to cooperate with the new nations
3 tribes have little importance in the life of modern Africa
*4 national boundaries tend to follow former colonial boundaries

23 Which is the most valid statement about recorded African history?

*1 It was distorted as a result of the slave era.
2 It was explained accurately.
3 It was written by impartial European historians.
4 It was based upon written records found throughout Africa.

24 The poem "Africa's Plea," in which the author concludes,"God made me <u>me</u>, He made you <u>you</u>. For God's sake, let me be <u>me</u>," reveals

1 the desire of most Africans to worship God
2 the common belief of Africans that their culture is superior to others
*3 the failure of many Westerners to appreciate African culture
4 the bitter hatred that Africans feel toward white men

25 The Hindu belief that each person's soul experiences many rebirths is called

1 restitution
*2 reincarnation
3 recycling
4 reiteration

26 A Hindu who belives in reincarnation would most likely be influenced by this belief in which way?

1 a vital concern with accumulating worldly goods
*2 a hopeful outlook because his soul will have many chances to reach its goal
3 discouragement because he has no hope of improving his life
4 happiness because Brahma cares for him and for every other Hindu

27 The belief in reincarnation has hindered change in India because this belief tends to

*1 make people accept present conditions
2 encourage people to question existing conditions
3 promote an "anything goes" philosophy
4 result in a high regard for the priestly class

28 People in India are less likely to eat beef than people of some other cultures. This difference is primarily caused by the influence of

*1 religion
2 government
3 language
4 geography

(This is a level I question)

29 "As among a thousand cows a calf will find its mother, so the deed previously done will find the doer."

Which best illustrates the meaning of the Indian proverb?

1 Cows are sacred and therefore plentiful.
2 There are many gods representing many elements of life.
*3 All of a man's actions in this life help to determine his place in the next life.
4 A man's soul may experience many rebirths before it finally achieves the desired state of "moksha".

30 Which aspect of modern Indian life, as illustrated by the want ad below, most differs from traditional Hindu practice?

"Wanted! Good mate for handsome, highly qualified 27-year-old Brahmin teacher. Monthly income of over 2,000 rupees. Caste of no importance."

1 that a Brahmin would work for such a low salary
*2 that caste should make no difference to a Brahmin
3 that a Brahmin would work as a teacher
4 that a Brahmin would advertise for a wife

31 Which statement is most likely to have been made by Mohandas Gandhi?

*1 "Non-cooperation with evil is as much a duty as is cooperation with good."
2 "A key virture is to be ready to kill for one's beliefs."
3 "Independence is a goal we may seek but never attain."
4 "Men ask me when I will give up fighting and I answer them: 'Not until the last Englishman has left India will I put down my sword'."

32 Which will most likely result from the increasing urbanization of the Indian population?

1 a rapid increase in the gross national product
2 an increase in the influence of the Communist party
3 a growth in the private sector in the Indian economy
*4 a more rapid breakdown of the caste system

33 George Harrison playing the sitar is an example of cultural

1 innovation
2 change
*3 borrowing
4 diversity

34 How would a Buddhist monk most likely respond to his desire for more material possession?

1 acquire what he wants
2 discuss it with another monk
3 borrow them to use temporarily
*4 concentrate on eliminating the desire

35 The leaders of both India and the United States have often spoken out in favor of nonviolent peaceful resolution of international conflicts. Yet the armed forces of both nations have recently been involved in armed conflicts outside their own national boundaries.

This observation best supports which conclusion?

1 Most conflicts and wars start because one nation or the other deliberately starts a war.
2 Industrialized nations tend to be more aggressive than developing nations.
*3 Nation-states often place a higher value on their own self-interests than on the need for peace.
4 Governments which are popularly elected must be warlike to satisfy citizens' demands.

36 The most densely populated parts of China are found in which area?

1 mountains
2 deserts
3 plateaus
*4 river valleys

37 The traditional Chinese family served the function of

1 providing for change
*2 maintaining traditions and values
3 providing for mobility between social classes
4 strictly controlling population growth

38 Traditional Chinese culture has what relationship to that of present day China?

1 It has no influence upon the China of today.
2 It is easily adaptable to modern times.
*3 It is the basis for many of China's strengths and problems.
4 It has been eliminated by the Communists.

39 According to K'ung Fu-tzu (Confucius), the rulers of China should

1 be responsible to no one but themselves
2 seek trade with foreign countries
3 maintain strong military control
*4 set a good example for their people to follow

40 A student of K'ung Fu-tzu (Confucius) asked, "Is there any one word that can serve as a principle for the conduct of life?" K'ung Fu-tzu said, "Perhaps the word 'reciprocity' - do not do to others what you would not want others to do to you." This saying indicates that a major goal of traditional Chinese society was to

1 copy the Christian religion
2 protect one's own interests first
*3 develop harmony among people
4 make things more important in life than people

41 Traditionally, food supplies in China have been increased through the use of additional

1 land
2 capital
3 foreign aid
*4 labor

42 Which best describes the Kuomintang (Nationalist) party of China before 1949?

1 It provided efficient, honest, and democratic government continuously but was betrayed by supposed allies.
2 It failed to accomplish any of its original goals but instead restored the fallen monarchy.
3 It made considerable progress but was wiped out by the Japanese during World War II.
*4 It unified China for a time but possessed fatal internal weaknesses which brought about its collapse.

43 Which is a goal of the government of the People's Republic of China?

1 encouragement of traditional religion
*2 achievement of a higher standard of living
3 advancement of free enterprise
4 protection of the free expression of ideas

44 Which is an important characteristic common to the traditional Japanese arts of haiku, judo, the tea ceremony, and flower arranging?

1 adaptability
*2 perfection of form
3 usefulness
4 efficiency of participants

45 Which statement best represents the Buddhist viewpoint about life?

1 By obtaining the possessions I want,I will achieve happiness.
2 Success in all I attempt brings inner peace.
3 Happiness and pleasure are the most important goals to seek in life.
*4 Real success is not visible and cannot be touched or stolen by another.

46 A Zen Buddhist is most likely to practice an art form in order to

1 earn enough money to continue practicing Buddhism
*2 obtain self-discipline and thus rid himself of desire
3 help keep the traditional Japanese arts alive
4 perform the art without having to think about what he is doing

47 Which has been most consistently true of Japanese emperors throughout history?

1 They have ruled Japan with absolute power.
*2 They have continued to occupy the throne, but at times with little power.
3 They have periodically been elected by the people.
4 They have headed parliamentary governments.

48 The American policy toward Japan after World War II is best characterized by which phrase?

1 "To the victor belong the spoils."
*2 "You catch more flies with honey than with vinegar."
3 "An eye for an eye and a tooth for a tooth."
4 "Sticks and stones will break my bones but names will never hurt me."

49 A major emphasis in modern Japan seems to be that of

1 improving health
2 encouraging religions
*3 expanding economic develop ment
4 distributing income more equally

50 Which is an indication that the borrowing of technological and economic ideas may result in the borrowing of social ideas?

1 Japanese leadership in the production of fine tools and cameras
2 Japanese development of worldwide trading activities
*3 Japanese adoption of western dress and modes of behavior
4 Japanese devotion to traditional theatrical productions

51 Which generalization is most applicable to Japan?

1 A heavily populated country with a small land mass has insurmountable difficulties.
2 A country that remains isolated can industrialize.
3 Strong tradition in a country hinders economic development.
*4 Industrialization may occur, even if all conditions are not favorable.

52 Which is a result of the fact that Southeast Asia is a region of peninsulas and islands?

*1 There is a lack of cultural and political unity.
2 There has been little contact between peoples.
3 The various peoples share a common cultural history.
4 The people follow a common religion.

53 Which civilization has had the greatest impact upon the peoples of Southeast Asia?

1 Persian
*2 Chinese
3 African
4 Japanese

54 Which did France hope to gain by establishing a colony in Southeast Asia?

1 skilled workers
2 manpower for the French army
*3 raw materials for French industry
4 trade in handicraft goods

55 Which was an important result of European control of Southeast Asia?

1 increased hostility among the peoples of the region
2 decline in the size of the Chinese community
*3 development of one-product economies in many areas
4 the end of the wealthy classes

56 Which was a major reason why the Kingdom of Thailand (formerly Siam) never became a colony of an outside power?

1 Thailand maintained a superior military force.
2 Thailand made treaties with other Southeast Asian peoples.
3 Thailand obtained the help of the United States.
*4 Thailand adapted to the presence of Europeans.

57 Which is the major reason why the nations of Southeast Asia have been faced at various times with periods of economic depression?

1 low priced competition from cheap Hong Kong textiles
*2 the highly fluctuating world market prices for basic raw materials
3 an increasing scarcity of iron ore and petroleum to import
4 the repeated overexpansion of consumer industries

Each of the questions 58 through 62 contains a list of four terms. For each question, select the one term which includes the other three.

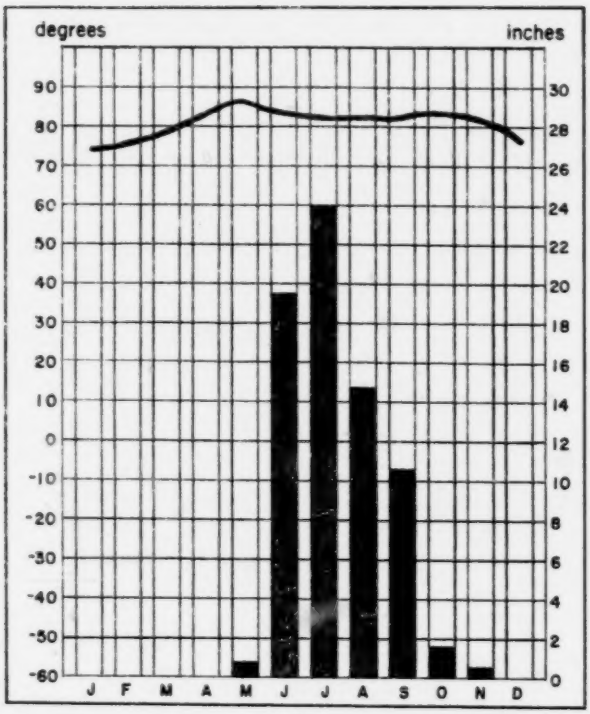
58 1 technology
2 labor
3 raw materials
*4 industry

59 1 water power
*2 natural resources
3 minerals
4 iron

60 *1 climate
2 temperature
3 monsoons
4 humidity

61 *1 economy
2 agriculture
3 standard of living
4 industry

62 1 subsistence farming
2 rice and grains
*3 agriculture
4 land reform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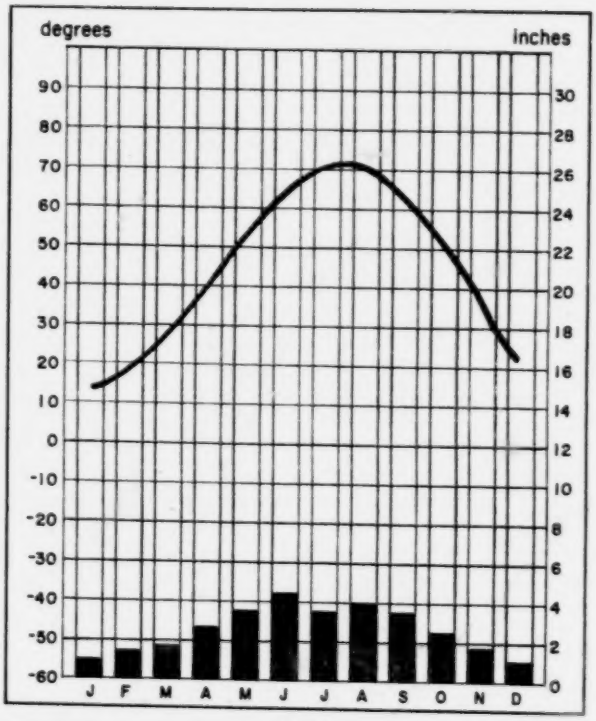
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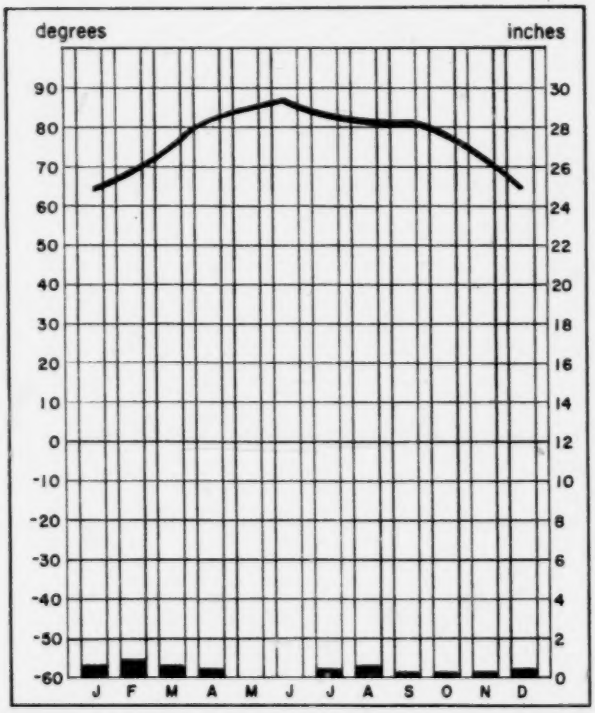
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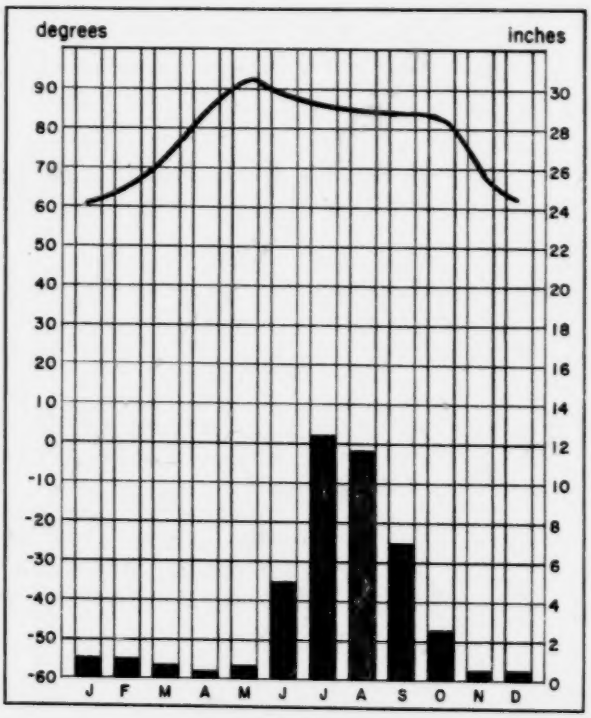
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(D)

Base your answers to questions 63 through 66 on the climographs on the facing page which represent four locations in different parts of the world.

The vertical bars indicate average monthly rainfall in inches. The line in the upper part of each graph indicates average monthly temperatures.

63 Which climograph is most representative of a monsoon-type tropical climate?

*(1) A
(2) B
(3) C
(4) D

64 Which climograph is most representative of desert-type climate?

(1) A
(2) B
*(3) C
(4) D

65 Which climograph is most representative of a humid continental climate with cold wet winters?

(1) A
*(2) B
(3) C
(4) D

66 On which location would an archaeologist most likely find the most well-preserved artifacts?

(1) A
(2) B
*(3) C
(4) D

67 In a society where women must be obedient to men it would be expected that little girls would

1 play the same games as boys
2 not play games with anyone
3 "boss" their brothers
*4 play games only with girls

68 Which person would be <u>least</u> dependent on other people for his basic needs?

*1 a subsistence farmer in Indonesia
2 a businessman in Singapore
3 a Bantu mine worker in South Africa
4 a civil service employee in India

69 Which is the most accurate measure of a country's standard of living?

1 popularity of the government
2 size of usable oil resources
3 balance between imports and exports
*4 per capita income

70 Sociologists have noted that the play of children in industrial societies is often more competitively oriented than is the play of children in some nonindustrial societies.

Which is the most valid conclusion based on this observation?

1 The urge to win is inborn in human beings.
*2 Cultural environment greatly influences the development of competitive attitudes.
3 The rate of industrial development is faster in areas where children are naturally competitive.
4 The rigid customs of pre-industrial societies do not eliminate the natural competitive instincts of their children.

(Would you classify this item as a level IV?)

GO ON TO THE NEXT PAGE.

Ninth Grade Social Studies Sample Question Packet

Part III - Combination Objective and Essay Questions.

Ninth Grade Social Studies Sample Question Packet

Part III - Combination Objective and Essay Questions

1 Which is the main idea expressed in the photograph on the facing page?

1 Japanese women are extremely athletic.
2 Bowling is the most popular sport in Japan.
*3 Japan today is a mixture of East and West.
4 The United States exports bowling balls to Japan.

2 From the list below, choose a caption for the photograph on the facing page and discuss the reasons for your choice.

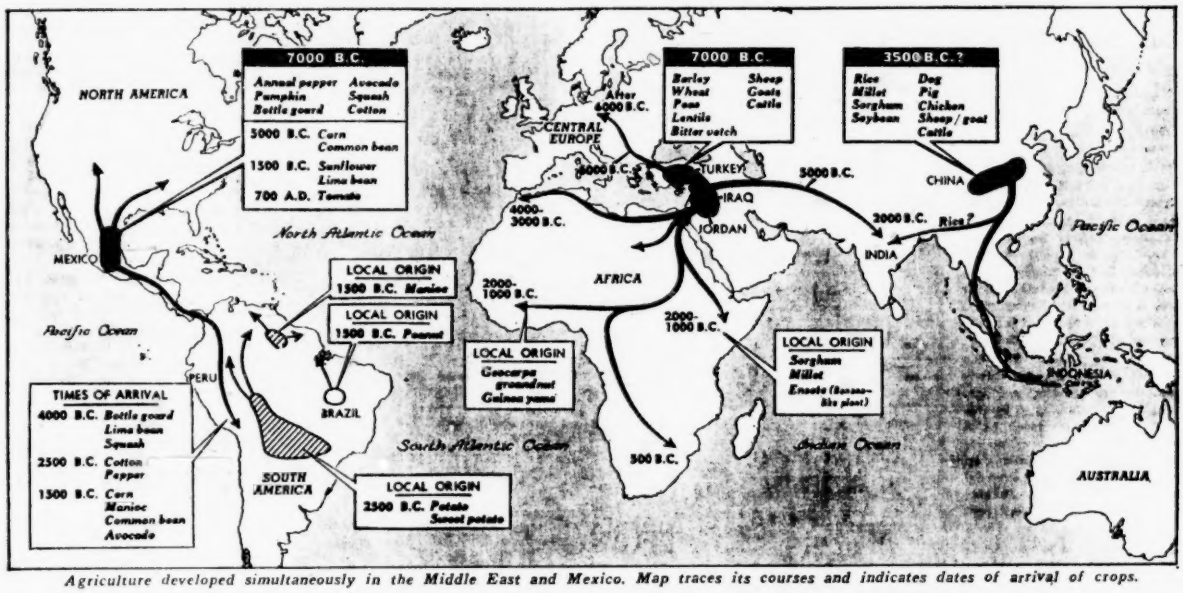
a "Modern Japan, where East meets West"
b "The modern Japanese woman--liberated yet tied to the past"
c "From kimonos to bowling: Japan's rapid development and cultural change"
d "Bowing and bowling - modern Japan is a frenzy of cultural change"

Ninth Grade Social Studies Sample Question Packet

Part IV - Essay Questions

Base your answers to questions 1 through 3 on the map below (Agriculture: Where It Began and How It Spread) and on your knowledge of social studies.

Agriculture: Where It Began And How It Spread



Agriculture developed simultaneously in the Middle East and Mexico. Map traces its courses and indicates dates of arrival of crops.

1 Discuss the interrelationships of the origins of agriculture, climate, and topography.

2 Discuss the relationship between the spread of agriculture and the movements of peoples.

3 Discuss the relationship between the origins of agriculture and the origins of civilization.

4 Select any two statements from the list below and indicate the extent to which you believe each statement is correct. Use specific information to support your opinion.

a "The political revolution in China was a direct outgrowth and reflection of many ideological, social, and economic forces that were produced by the decline of the old regime and the powerful impact of the West."

b "The Nationalists were no worse than most Chinese governments in history; however, in the 20th century, the requirements for a good government are a great deal higher and more substantial."

c "China's association with the West in the 19th century consisted mainly of being shot at and humbled."

d "The history of the Chinese is the story of the gradual peopling of the great river valleys and plains of China."

e "The Chinese Revolution dramatically highlights the fact that the West's values, institutions, and material culture are powerful forces indeed in the world we live in. They exert a strongly subversive influence in the tradition-oriented, economically-developing, pre-industrial areas of the world."

5 Select a country and develop a plot outline of a television series that would depict life in that country. Some suggested guidelines are listed below.

a setting of the series
b character descriptions
c situations the characters might encounter
d crises that the characters might have to face

6 Many peoples today are facing similar problems. Select two areas of the world and show how each has been affected by population growth, food production, and industrial development.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Social Studies Education
Albany, New York 12224

EVALUATION OF SAMPLE QUESTION PACKAGE

Grade 9 - Asian and African Culture Studies

(This form may be duplicated at will)

Submitted by:_____ Position:_____

School and District:_____

Address:_____ Zip:_____

It is important that we obtain reaction and criticism from the field on this sample question package. Please be completely frank in your responses. Also feel free to attach more detailed comments on separate sheets of paper.

1. Was the provision of questions testing cognitive thinking at four levels of use to you in constructing your own examinations? Does this type of packet supply a useful service?

2. Were the questions provided in the introductory section generally assigned to the appropriate levels? What questions were of most use to you? What questions have you altered? (Send a copy of your own adaptation, if possible.)

3. Were the items in the Question Bank generally useful? Which questions were of most use? Which questions have you altered? (Send a copy of your own adaptation, if possible.)

4. Do you consider the questions as being appropriate in terms of philosophy, structure, and content of the African and Asian Culture Studies Program?

5. Would you consider the thematic or topical approach to be of more value in future sample item packets?

6. Was the vocabulary level satisfactory "as is," or did you have to adjust vocabulary? For all groups?

7. Which questions do you consider to be particularly effective?

8. Which questions do you consider to be ineffective, inappropriate, or otherwise unsatisfactory? Why?

9. What were the reactions of some of the students to the questions?

10. Other reactions and suggestions: